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ABSTRACT

This report (1975-76) details the extent to which the Urban, Rural, Racial, Disadvantaged Educational Programs (URRD) in Seattle have met the URRD minimum standards for evaluation of effectiveness as defined in the Washington State Administrative Code. URRD programs are defined as state funded efforts which provide special services to students who are not succeeding in school because they are from disadvantaged, poverty, or minority backgrounds. In the first section descriptions are provided of the population considered in the study (Black, Spanish surnamed, Asian American, Native American, White, and Other) and the method of data collection. The second section presents data regarding the effectiveness of five types of URRD programs: reentry motivation, academic achievement, bilingual/bicultural, Indian education, and preschool. A summary of the report's findings and conclusions are contained in the last section. (APM)

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URRD
1975-76
FINAL REPORT

REPORT NO. 77-2

MARCH, 1977

SHOUBEE LIAW

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URRD
1975-76
FINAL REPORT

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ABSTRACT

This report details the extent to which Seattle URRD funded programs have met the URRD "minimum standards for evaluation of effectiveness" as defined in Chapter 390-161 of the Washington Administrative Code.

The principal findings of the report were:

1. Of the 5,671 students served by the thirteen URRD programs, pre- and post-test data were available for only 1,010 students (approximately 18%).

2. Within the Re-entry Motivation Category, P.S. #1 showed mean raw score gains of less than one year's growth in both reading and math. Garfield Alternative Program (G.A.P.) showed the highest mean raw score gain in math (about one year's growth), but a decrease in reading. Project Interchange showed a mean raw score loss in reading and a slight decrease in math.

3. Within the Academic Achievement category, students served by the School Community Liaison Services Program showed the greatest mean raw score gain in reading on the MAT (grade equivalent gain of .7). Follow Through students showed a grade equivalent gain of .6 in reading. On the other hand, Follow Through students showed the greatest gain in math, grade equivalent gain of .65; students served by the School Community Liaison Services Program showed a grade equivalent gain of .5 in math.

4. Within the Bilingual/Bicultural Category, the Beacon Hill Chinese/English School test scores show participating students with the highest MAT mean raw score gain in reading (grade equivalent gain of .7) and in math (grade equivalent gain of 1.0). In comparison, students served by Proyecto Saber and who were tested on the MAT, showed a grade equivalent gain of .5 in reading and grade equivalent gains of .5 in math.

   For students tested on the TASK*, Cleveland-Mercer Bilingual students showed the largest mean raw score gain in reading (about a year's growth) and in math (under a year's growth). Students served by the Franklin Bilingual Program showed under a year's growth in reading and in math.

5. Students served by the American Indian Heritage/Pupil Services Program showed the greatest mean raw score gain in reading of all students served by URRD programs tested on the MAT. Follow Through students showed the smallest gains.

6. Students participating in the Beacon Hill Chinese/English School showed the greatest gain in math; students served by Proyecto Saber showed the smallest gain of those URRD programs tested on the MAT.

7. For all students tested on the TASK, students participating in the Cleveland-Mercer Bilingual Program showed the greatest mean raw score gain in reading; students in the Garfield Alternative Program showed the greatest gain in math.

8. Students participating in Project Interchange showed no mean raw score gain in either reading or math.

9. In comparing second and fourth grade students with similar backgrounds to those of the CAMPI Satellite Preschool graduates, there was no significant difference between the mean raw score gains for both groups of students.

10. Of the students exiting from the Re-entry Motivation Programs, 74.3% exhibit at least one of the following behaviors: graduation from the program, or attainment of a G.E.D.; transfer to another educational program; demonstrated preparedness for job opportunities; Project Interchange showed the greatest degree of attainment (81.6%) of this URRD criterion; P. S. #1 showed an attainment of 79.7% and G. A. P. 57.8%.

11. Of the thirteen achievement related objectives in the CAMPI program, ten were reported as "exceeded", two reported as "met", and one reported as "partially met".

*Stanford Test of Academic Skills

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INTRODUCTION

Background Information

The Urban, Rural, Racial, Disadvantaged Educational Programs (URRD) are state funded programs designed to provide special services to students who are not succeeding in school because of disadvantaged, minority, or poverty backgrounds. The URRD programs offer services to students who have a need for assistance in improving academic achievement, improving school attendance, reducing dropout rates and disruptive behavior, as well as improving students' attitudes towards self, others and community.

In order to provide these services, applicants for URRD grants must direct their proposals to one of the five program categories established by the Superintendent of Public Instruction. Following is a description of each URRD funding category:

Re-Entry Motivation Category. These programs are designed to serve students who have not graduated from high school. The main purpose of these programs is to return dropouts to school programs, and improve their academic achievement, resulting ultimately in their graduation or employment. Three Seattle URRD funded programs fall under this category: Garfield Alternative Program; Peoples School #1; and Project Interchange.

Academic Achievement. The purpose of these programs is to improve academic achievement for those students who are achieving below grade level as shown by low scores on standardized achievement tests, or for students who are alienated from the standard instructional approaches of their school. Three programs in Seattle (Follow Through, School Age Parent Continuation Program, and School Community Liaison Services) fall under this category.

Bilingual/Bicultural Education Programs. These programs are designed to give assistance to those students who, because of their national or ethnic origin, are educationally or socially disadvantaged by virtue of their deficiencies in the English language. The five Seattle programs falling under this category are: Beacon Hill Chinese/English Program; Cleveland/Mercer Bilingual Program; Franklin High School Bilingual; Gypsy Alternative Program; and Proyecto Saber.

Indian Education Programs. These programs serve both urban and rural Indian students. The main emphasis is on retaining Indian children in a school atmosphere conducive to improving their academic skills and their knowledge of and pride in their respective Indian cultures. The American Indian Heritage/Pupil Services Program in Seattle is funded under this category.

Preschool Education Programs. These programs aim to serve children between the ages of 2½ to 5 years from low-income families to equip them for successful school participation. One Seattle program is funded under this category - CAMPI Satellite Preschool Program.

Question of Interest

This report is based on the following general Question of Interest:

> To what extent have the Seattle programs met the URRD "minimum standards for evaluation of effectiveness" as defined in Chapter 390-161 of the Washington Administrative Code?

Overview of Report

The section on procedures contains a description of the population considered in the study. It also describes the method of data collection employed and the limitations of the study.

The Results section includes the URRD "minimum standards for evaluation of effectiveness". It also contains the statistical procedure employed to address the standards. Data are presented for each standard.

The summary of findings and conclusions contain a list of the major results and apparent implications of the study.

PROCEDURES

Description of Population and Sampling

Population of Study. The population of this study consisted of all students enrolled for six months or more in programs funded under the following categories: Re-entry Motivation, Academic Achievement, Bilingual/Bicultural Education, Indian Education, and Preschool Education.

The population from which the above samples were taken totalled approximately 5,700 whose grade levels ranged from preschool to grade 12. The ethnic distribution of this population consisted of 46.7% Black, 5.4% Spanish surnamed, 8.7% Native Americans, 9.1% Asian American, 27.2% White and 2.9% other (see Table A, Appendix).

Method of Data Collection

The following are the data sources required to conduct this study:

A. The data source for academic achievement of students participating in the thirteen programs was the URRD students' Test History Files which are maintained by the Seattle Public Schools, Educational Data Systems (E.D.S.).

B. The data source for students exiting the Re-entry Motivation program was the URRD class lists which were prepared by E.D.S. with updates and transfer information supplied by the program managers.

C. The data for the number of objectives for each program and the attainment of these objectives were obtained from the URRD Project Flash Sheet, and the final yearly report sent by program managers to the Superintendent of Public Instruction, Olympia.

Limitations of the Study

Although this study was designed to generalize (within categories) about the total URRD student population in Seattle, the following qualifications were identified:

1. Although over 5,600 students were served by URRD programs during the 1975-76 school year, approximately 1,000 students were pre- and post-tested. Thus, the conclusions of the study cannot be generalized to the total URRD student population.

The small number of students pre- and post-tested can be partly attributed to logistical problems of testing only URRD students in the odd grades at the elementary and junior high levels. It is the Seattle School District's policy to only test students in the even grades Districtwide. The rationale is that the even grade students comprise a representative 50% sample of the total student population.

Other contributing factors include:

a) The lack of committment by some program staff to ensure that as many students as possible take the tests. Their main criticism is that the tests are racially and culturally biased and that the tests do not accurately measure the academic growth of URRD students.

b) Students participating in the Gypsy Alternative School were not pre- and post-tested on the Metropolitan Achievement Test (MAT).

c) CAMPI Satellite Preschool Students were not tested.

2. a) The usage of raw score gains as a measure of academic growth has its limitations. Tests differ in length and in difficulty as well. Therefore, raw scores are not comparable across tests or levels. Derived scores (norms) are used in an attempt to overcome these problems, and comparison should be made in terms of norms. At best, these norms should be considered only estimates of achievement.

b) The usage of the group mean raw score gain is not an accurate indicator of academic growth. One reason is that students scores tend to gravitate towards the mean of the test. Therefore, students scoring very low in the pre-test will tend to score higher as a group on the post-test, even if no instruction had taken place. In the same way, students scoring high on the pre-test tend to score lower as a group on the post-test, even though there may have been no academic loss.

RESULTS

The following minimum standards for evaluation of effectiveness applies to all programs funded under URRD:*

1. *"Students shall be given pre- and post-tests of academic achievement using instruments approved by the project staff and the Superintendent of Public Instruction."*

2. *"As measured on whatever achievement instrument deemed appropriate by project staff and the Superintendent of Public Instruction, the group average of raw scores of students enrolled in ...(URRD)... programs will increase."*

Design

The total reading and total math pre- and post-test mean raw scores on the Metropolitan Achievement Test (MAT) were computed for each program serving students in Grades 2-8. Similarly, the Stanford Test of Academic Skills (TASK) total reading and total math pre- and post-test scores were computed for each program serving students in grades 9-12.

For the Gypsy Alternative Program, the Peabody Picture Vocabulary Test pre- and post-test raw scores were used to compute the mean score. This test was selected by the program manager because students participating in the program have minimal abilities in coping with the English language.

Presentation of Data: Re-Entry Motivation Programs

Three Seattle URRD funded programs fall under this category: Garfield Alternative Program, Peoples School #1 and Project Interchange. Table 1 gives the number of students served and the number of students for whom pre- and post-test data were obtained. Figures 1 and 2, Appendix, show the pre- and post-test scores for these students.

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*These standards, however, do not include programs under the Preschool Education Category. (See pg. 11 for the minimum standards.) There is an additional minimum standard for programs under the Re-entry Motivation category. (See pg. 10 for this minimum standard.)

TABLE 1

Number of Students Served and Number of Students
Who were Pre- and Post-Tested on TASK

PROGRAM	STUDENTS SERVED	TASK: READING	TASK: MATH
Garfield Alternative Program	175	32	23
Peoples School #1	203	33	33
Project Interchange	264	29	28
TOTAL	642	94	84

Garfield Alternative Program. Students in this program showed a mean raw score decrease of 1.5 on the TASK reading subtest and a mean raw score gain of 3.9 in math.

Peoples School #1. Participating students in this program made a mean raw score gain of 3.1 in reading and 2.0 in math.

Project Interchange. Students in this program showed a decrease of 2.1 in reading and 0.1 in math.

Discussion

As shown in Table 1, a total of 94 Re-entry Motivation students (14.8%) were pre- and post-tested on the TASK reading subtest, and 84 (13.1%) in math.

P.S. #1 was the only program funded under this category to show a gain in both reading and math. The Garfield Alternative program showed a gain in math, but a loss in reading. Project Interchange showed a loss on the post-test mean score in both reading and math.

Presentation of Data: Academic Achievement Programs

The following three programs are funded under this URRD category: Follow Through, School Age Parent Continuation Program and School Community Liaison Services. Table 2 gives the total number of students served by program and the number of students for whom pre- and post-test data were obtained on the MAT and TASK reading and math subtests. Figures 1-4, Appendix, give the pre- and post-test data for these students.

TABLE 2

Number of Students Served and Number of Students
Who were Pre- and Post-Tested on MAT and TASK

PROGRAM	STUDENTS SERVED	MAT: READING	MAT: MATH	TASK: READING	TASK: MATH
Follow Through	555	188	191	N/A	N/A
School Age Parent Continuation Program	128	N/A	N/A	6	4
School Community Liaison Services	790*	270	256	89	100
TOTAL	1,473	458	447	95	104

Follow Through. These students showed a mean raw score gain of 5.5 in reading and 19.7 in math.

School Age Parent Continuation Program. The test results for students participating in this program were not included because of the small number of students who were pre- and post-tested on the TASK.

School Community Liaison Services. For participating students who were tested on the MAT, there was a mean raw score gain of 7.7 in reading and a mean raw score gain of 12.5 in math.

For program students tested on the TASK, there was a mean raw score gain of 4.0 in reading and 1.7 in math.

Discussion

Table 2 shows that only 458 students participating in Academic Achievement programs (31.1%) were pre- and post-tested on the MAT reading subtest and 447 (30.4%) in math. This table also shows that 95 students (6.5%) were pre- and post-tested on the TASK reading subtest and 104 (7.1%) in math. From the test scores obtained, 2nd-8th grade students showed greater mean raw score gains than high school students. The 2nd-8th grade students also showed greater gains in math than in reading.

*This number represents only the number of target students tutored. The total number of students reported to the State was 2,907. This figure includes those students who participated in program activities.

Presentation of Data: Bilingual/Bicultural Programs

Five programs are funded under this URRD category. Table 3 lists these programs, gives the number of students served and the number of students for whom pre- and post-test data were obtained. The pre- and post-test scores are to be found in Figures 1-4, Appendix.

TABLE 3

Number of Students Served and Number of Students Who were Pre- and Post-Tested on MAT and TASK*

PROGRAM	STUDENTS SERVED	MAT: READING	MAT: MATH	TASK: READING	TASK: MATH	PEABODY PRE	PEABODY POST
Beacon Hill Chinese/ English	171	87	81	N/A	N/A	N/A	N/A
Cleveland/Mercer Bilingual	177	4	15	43	45	N/A	N/A
Franklin High School Bilingual	61	N/A	N/A	27	28	N/A	N/A
Gypsy Alternative Program	26	N/A	N/A	N/A	N/A	17	17
Proyecto Saber	229	46	47	1	1	N/A	N/A
TOTAL	664	137	143	71	74	17	17

Beacon Hill Chinese/English School. The MAT test scores show that for those students who were pre- and post-tested, there was a mean raw score gain of 7.4 in reading and 25.0 in math.

Cleveland/Mercer Bilingual Program. The test scores for participating students who were pre- and post-tested on the MAT were not included because of the small number who were tested.

For those students who were tested on the TASK, there was a mean raw score gain of 6.5 in reading and 2.8 in math.

Franklin High School Bilingual Program. Students in this program showed a mean raw score gain of 2.7 in reading and 1.2 in math.

*Students participating in the Gypsy Alternative Program were tested on the Peabody Picture Vocabulary Test, see Appendix, Figure 5.

Gypsy Alternative Program. As shown in Figure 5, Appendix, the students participating in this program made a mean raw score gain of 3.0 on the Peabody Picture Vocabulary Test.

Proyecto Saber. Students served by this program made a mean raw score gain of 6.5 in reading and 12.3 in math on the MAT.

The TASK test results for this program have not been included because of the extremely small number of students who were pre- and post-tested.

Discussion

Table 3 shows that a total of 664 students were served under this category. Of this number, 137 (20.6%) and 143 (21.5%) students in grades 2-8 were pre- and post-tested in reading and math respectively. Table 3 also shows that 71 (10.7%) students were pre- and post-tested on the TASK reading subtest and 74 (11.1%) on the math subtest. Seventeen students participating in the Gypsy Alternative program were pre- and post-tested on the Peabody Picture Vocabulary Test.

Students tested on the MAT (Beacon Hill Chinese/English School and Proyecto Saber) showed greater gains than students on the high school level.

At the elementary level, results indicate that participants in the Beacon Hill Chinese/English School showed the greatest score gains in reading (7.4) and in math (25.0).

On the secondary level, students participating in the Cleveland/Mercer Bilingual Program showed the greatest gain in reading (6.5) and in math (2.8).

Presentation of Data: Indian Education Programs

The only Seattle URRD funded program under this category is the American Indian Heritage/Pupil Services Program. The pre- and post-test scores for students participating in this program are shown on Figures 3 and 4, Appendix.

Discussion

During the 1975-76 school year, a total of 481 students were served by this program. Of this number, 151 (31.4%) were pre- and post-tested on the MAT reading subtest and 154 (32%) on the math subtest. As shown in Figures 3 and 4, students participating in this program made a mean raw score gain of 8.6 in reading and a mean raw score gain of 16.4 in math.

Presentation of Data: Preschool Programs

Of the thirteen Seattle URRD funded programs, one program, CAMPI Satellite Preschools, is funded under this category. Although the minimum standards for evaluation of effectiveness under discussion do not apply to preschool

education programs, (see pg. 11) achievement scores shown on Tables C and D, Appendix, are for those students in the second and fourth grades who had, as preschoolers, participated in the CAMPI program. Therefore, these scores are for students who have graduated from the CAMPI program.

Discussion

The achievement scores for CAMPI graduates were compared to the achievement scores for those second and fourth grade students attending the same schools and with similar socio-economic backgrounds, as determined by 1970 census data.

Tables C and D, Appendix, give the stanine distributions for CAMPI and non-CAMPI students. On the post test, both groups of students showed a shift into the lower three stanines. Although the number of non-CAMPI students shifting into the lower three stanines was slightly larger than the number of CAMPI students, a statistical analysis showed no significant difference between the mean raw score gains for both groups of students.

The following URRD regulation applies only to Re-entry Motivation Programs.

Re-entry Motivation Programs

According to the 1975-76 URRD rules and regulations, one of the minimum standards for evaluation of effectiveness for Re-entry Motivation Programs is:

> *At least 75 percent of those students leaving Re-entry Motivation Programs will either graduate, transfer to another education program, or be prepared for job opportunities. (WAC 392-161-085)*

Design

Information obtained from the URRD class lists included the following: number of students served; entry and exit dates; and exit reasons from the program. The number of students in each of the programs was summarized according to the exit reasons set forth in the URRD regulations.

Presentation of Data

Table 4 summarizes the proportion of students leaving the program according to the URRD exit reasons.

TABLE 4

Number and Percent Students Exiting Programs
Under Re-entry Motivation Category

PROGRAMS	STUDENTS EXITING	REASONS FOR EXITING PROGRAMS*							
		A		B		C		TOTAL	
		N	%	N	%	N	%	N	%
Garfield Alternative Program	90	27	30.0	25	27.8	0	0.0	52	57.8
Peoples School #1	109	19	17.4	33	30.3	35	32.1	87	79.8
Project Interchange	125	57	45.6	23	18.4	22	17.6	102	81.6
TOTAL	324	103	31.7	81	25.0	57	17.6	241	74.3

*A = Graduation from program; G.E.D.
B = Transferred to another educational program
C = Demonstrated preparedness for job opportunities

Discussion

A total of 642 students were served by the three Re-entry Motivation Programs. Three hundred and twenty-four (50.5%) students exited these programs during the 1975-76 school year. The greatest proportion of these exits (31.7%) was due to graduation from the program, or obtaining a G.E.D.

Overall, the URRD criterion level of 75% was not achieved by the programs. Individually, Project Interchange and Peoples School #1 met this level. Project Interchange showed the greatest degree of attainment (81.6%). Peoples School #1 showed an attainment of 79.7% and Garfield Alternative 57.8%.

It should be noted that the exit criteria "prepared for job opportunities" is ambiguous and allows programs a great deal of latitude in classifying an exit as such.

The following URRD regulation applies only to Preschool Education Programs.

Preschool Education Programs

The minimum standard for evaluation of effectiveness for preschool education programs is:

> *At least 75 percent of the children enrolled in URRD programs for more than six (6) months will attain the participant achievement objectives set forth in the program's related application.*

Design

Information excerpted from the CAMPI URRD Project Flash Sheet for the 1975-76 school year was used to determine the attainment of achievement objectives by the 295 program participants.

Presentation of Data

Table B, Appendix, summarizes the number of program objectives and the attainment of the objectives.

Discussion

As shown in Table B, Appendix, the CAMPI program contained fifteen product objectives. Ten of these objectives were reported as "exceeded" (i.e., over 75% of the students met these objectives). Four of the objectives were reported as "met"; and one objective was reported as "partially met".

SUMMARY OF FINDINGS AND CONCLUSIONS

The following conclusions were drawn from information contained in this study:

1. In comparison to the Districtwide ethnic distribution, minority groups were over-represented in URRD funded programs. The ethnic distribution of the URRD student population served during the 1975-76 school year was: 46.7% Black; 5.4% Spanish surname; 8.7% Native American; 9.1% Asian American; 27.6% White; and 2.9% other.

2. Of the 5,671 students served by the thirteen URRD programs, pre- and post-test data were available for only 1,010 students (approximately 18%).

   Because academic achievement data were available for approximately 18% of the students served by URRD programs, only tentative generalized conclusions can be drawn on the academic growth of all URRD students. In order to obtain conclusive data on the academic achievement of students participating in URRD programs, there is a necessity for a much higher proportion of URRD participating students to be pre- and post-tested, using a standardized instrument.

3. As discussed in the "Limitations of the Study" (see pg. 4), the group mean raw score gain does not appear to be an accurate indicator of academic growth. A more reflective indicator of academic growth would be a comparison of each participating student's pre- and post-test percentile ranks rather than the group mean. At the same time, a comparison of percentile scores for URRD participating students and for similar group norms would be a meaningful indicator for academic growth.

4. Within the Re-entry Motivation category, P. S. #1 showed mean raw score gains in both reading (raw score of 3.1; under one year's growth) and math (raw score of 2.0; about one year's growth). Garfield Alternative Program showed the highest mean raw score gain in math (3.9; under one year's growth), but a decrease of 1.5 in reading. Project Interchange showed a 2.1 mean raw score loss in reading and a slight decrease (0.1) in math.

5. Within the Academic Achievement category, students served by the School Community Liaison Services Program and who were

pre- and post-tested on the MAT, showed the greatest mean raw score gain in reading (mean raw score of 7.7; grade equivalent gain of .7). Follow Through students showed a gain of 5.5 (grade equivalent gain of .6) in reading. On the other hand, Follow Through students showed the greatest gains in math (mean raw score of 19.7; grade equivalent gain of .65); students in the School Community Liaison Services Program showed a raw score gain of 12.5 (grade equivalent gain of .5).

For students participating in the School Community Liaison Services Program who were tested on the TASK, there was a mean raw score gain of 4.0 (about a year's growth) in reading, and 1.7 in math (under half a year's growth).

There could be no program by program comparison made for students in this category who were tested on the TASK, as there was insufficient test data available for students participating in the School Age Parent Continuation Program.

6. Within the Bilingual/Bicultural Category, for students tested on the MAT, the Beacon Hill Chinese/English School students showed the greatest gain in reading (7.4 raw score gain; grade equivalent gain of .7) and math (raw score gain of 25.0; grade equivalent gain of 1.0). Students served by Proyecto Saber showed a raw score gain of 6.5 (grade equivalent gain of .5) in reading and 12.3 (grade equivalent of .5) in math.

   For students who were tested on the TASK, those participating in the Cleveland-Mercer Bilingual Program showed the greatest mean raw score gain in reading (raw score gain of 6.8; about a year's growth) and in math (2.5 raw score gain; under one year's growth). Students served by the Franklin Bilingual Program showed a mean raw score gain of 2.7 (under a year's growth) in reading and a mean raw score gain of 1.2 (under a year's growth) in math. Proyecto Saber students tested on the TASK were not included in this comparison because of lack of sufficient test data.

   Students participating in the Gypsy Alternative Program tested on the Peabody Picture Vocabulary Test showed a mean raw score gain of 3.0 (grade equivalent of gain .8).

7. Students served by the Indian Heritage/Pupil Services Program showed a mean raw score gain of 8.6 (grade equivalent gain of .6) in reading and 16.4 (grade equivalent gain of 1.5).

8. For all students tested on the MAT:

   a) students served by the American Indian Heritage/Pupil Services Program showed the greatest mean raw score gain in reading (8.6);

   b) students participating in the Beacon Hill Chinese/English

School showed the greatest mean raw score gain in math (25.0);

c) students participating in the Follow Through Program showed the smallest gain in reading (5.5);

d) students served by Proyecto Saber showed the smallest gain in math (12.3).

9. For all students tested on the TASK:

a) students participating in the Cleveland/Mercer Program showed the greatest mean raw score gain in reading (6.5);

b) students participating in the Garfield Alternative Program made the greatest gain in math (3.9);

c) students participating in Project Interchange showed no mean raw score gain in either reading or math.

10. In comparing second and fourth grade students with similar backgrounds to those of the CAMPI Satellite Preschool graduates, there is no statistical significance between the mean raw score gains for both groups of students.

11. Of the students exiting from the Re-entry Motivation Programs, 74.3% exhibit at least one of the following behaviors: graduation from the program, or attainment of a G.E.D. (31.7%); transfer to another educational program (25.0%); demonstrated preparedness for job opportunities (17.6%).

Project Interchange showed the greatest degree of attainment (81.6%) of this URRD criteria; People's School #1 showed an attainment of 79.7% and Garfield Alternative Program 57.8%.

One of the URRD exit criteria for students participating in the Re-entry Motivation Programs ("prepared for job opportunities") is ambiguous and allows for programs a great deal of latitude in classifying an exit as such. It appears that standards should be set for this criterion for a more meaningful assessment of this criterion.

12. Of the thirteen achievement related objectives in the CAMPI program, ten were reported as "exceeded", two reported as "met", and one reported as "partially met".

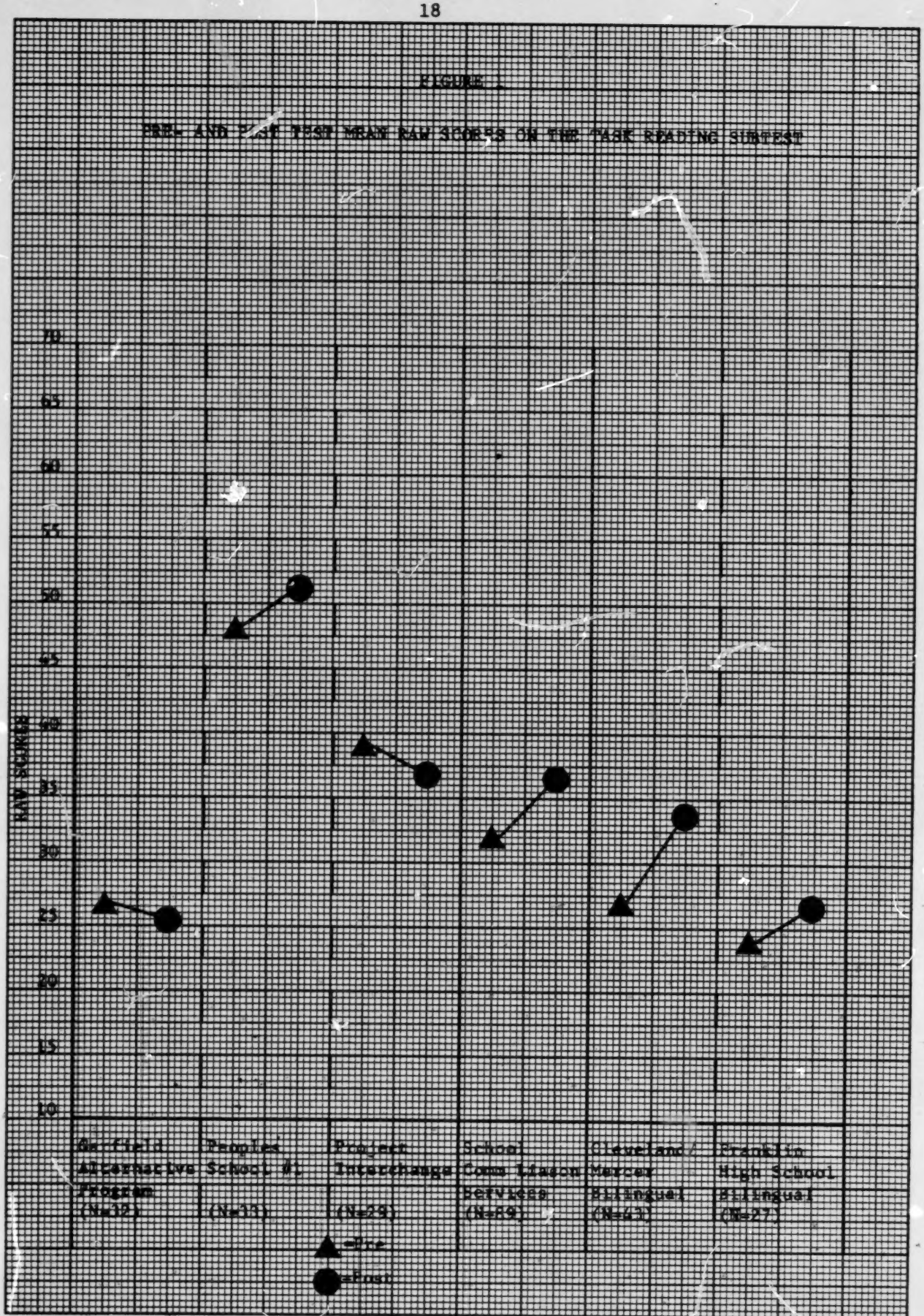
TABLE A

PROGRAM CHARACTERISTICS - STUDENTS
FALL, 1975

CATEGORY/PROGRAM	NUMBER SERVED	ETHNIC BREAKDOWN												GRADE LEVEL
		Black		Spanish		Indian		Asian		White		Other		
		Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	
Re-entry Motivation Programs:														
Garfield Alternative Program	175	132	75.4	---	---	2	1.1	4	2.3	37	21.2	---	---	8-12
People's School #1	203	18	8.8	3	1.5	4	2.0	4	2.0	174	85.7	---	---	9-12
Project Interchange	264	70	26.5	10	3.8	15	5.7	6	2.3	163	61.7	---	---	7-12
TOTAL	642	220	34.3	13	2.0	21	3.3	14	2.2	374	58.2	---	---	
Academic Achievement Programs:														
Follow Through	555	370	66.6	2	0.4	17	3.1	28	5.0	102	18.4	36	6.5	K-3
School Age Parent Continuation	128	84	65.6	0	0.0	6	4.7	2	1.7	35	27.3	1	0.7	7-12
School Community Liaison Services	2907	1709	58.8	52	1.8	46	1.6	105	3.6	898	30.8	97	3.4	K-12
TOTAL	3590	2163	60.3	54	1.5	69	1.9	135	3.8	1035	28.8	134	3.7	
Bilingual/Bicultural Education Programs:														
Beacon Hill Chinese/English	171	27	15.8	---	---	5	2.9	115	67.3	24	14.0	---	---	K-4
Cleveland/Mercer Bilingual	177	---	---	1	0.6	---	---	176	99.4	---	---	---	---	7-12
Franklin High School Bilingual	61	---	---	1	1.6	---	---	60	98.4	---	---	---	---	10-12
Gypsy Alternative Program	26	---	---	---	---	---	---	---	---	---	---	26	100.0	K-6
Proyecto Saber	229	---	---	229	100.0	---	---	---	---	---	---	---	---	K-12
TOTAL	664	27	4.1	231	34.8	5	0.8	351	52.9	24	3.6	26	3.8	
Indian Education Programs:														
American Indian Heritage/ Pupil Services	481	---	---	---	---	398	82.7	---	---	83	17.3	---	---	1-6
TOTAL	481	---	---	---	---	398	82.7	---	---	83	17.3	---	---	
Preschool Education Programs:														
CAMPI Satellite Preschool	294	241	82.0	7	2.4	---	---	13	4.4	27	9.2	6	2.0	Pre-
TOTAL	294	241	82.0	7	2.4	---	---	13	4.4	27	9.2	6	2.0	
GRAND TOTAL	5671	2651	46.7	305	5.4	493	8.7	513	9.1	1543	27.2	166	2.9	

FIGURE 1

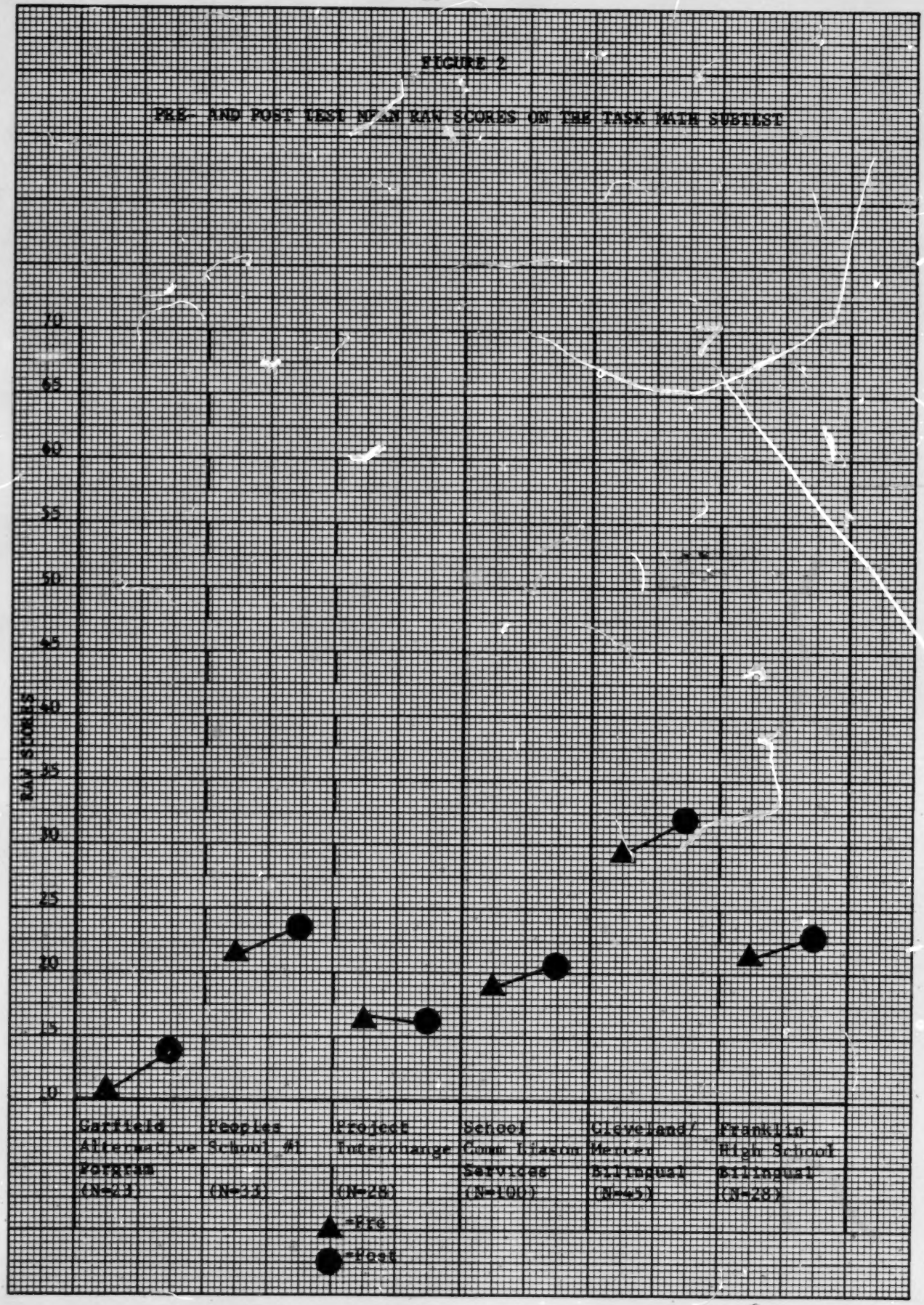
PRE- AND POST TEST MEAN RAW SCORES ON THE TASK READING SUBTEST



K&E 10 X 10 TO ½ INCH 7 X 10 INCHES KEUFFEL & ESSER CO. 46 1320 MADE IN U.S.A.

FIGURE 2

PRE- AND POST TEST MEAN RAW SCORES ON THE TASK MATE SUBTEST



K•E 10 X 10 TO ½ INCH 46 1320
7 X 10 INCHES MADE IN U.S.A.
KEUFFEL & ESSER CO.

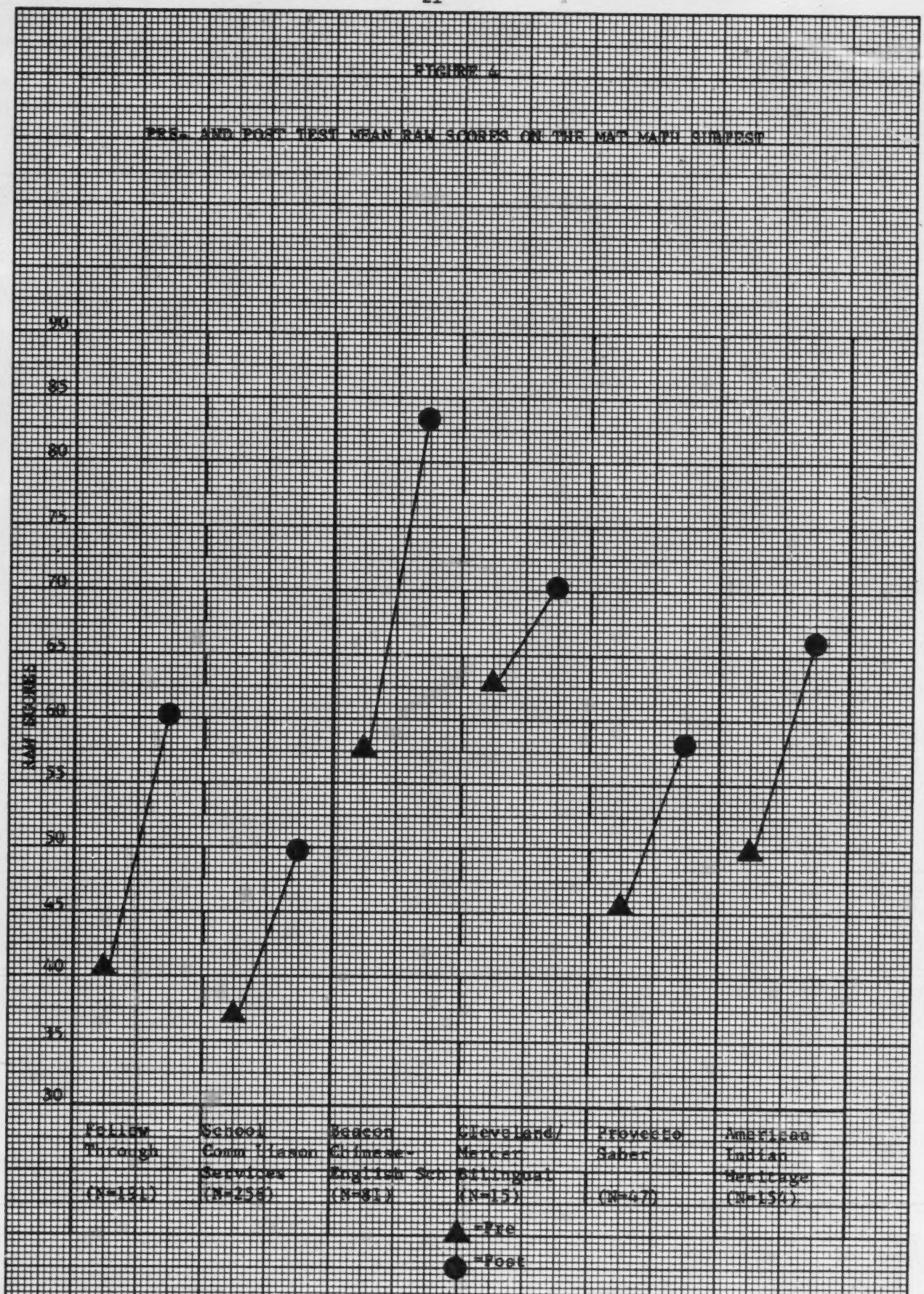
FIGURE 1

PRE- AND POST-TEST MEAN RAW SCORES ON THE MAT READING SUBTEST

K&E 10 X 10 TO ½ INCH 46 320
7 X 10 INCHES MADE IN U.S.A.
KEUFFEL & ESSER CO.

FIGURE 4

PRE- AND POST TEST MEAN RAW SCORES ON THE MAT MATH SUBTEST



K•E 10 X 10 TO ½ INCH 46 1320
7 X 10 INCHES MADE IN U.S.A.
KEUFFEL & ESSER CO.

FIGURE 5

PRE- AND POST TEST MEAN RAW SCORES ON THE PEABODY PICTURE VOCABULARY TEST

FOR THE GYPSY ALTERNATIVE PROGRAM

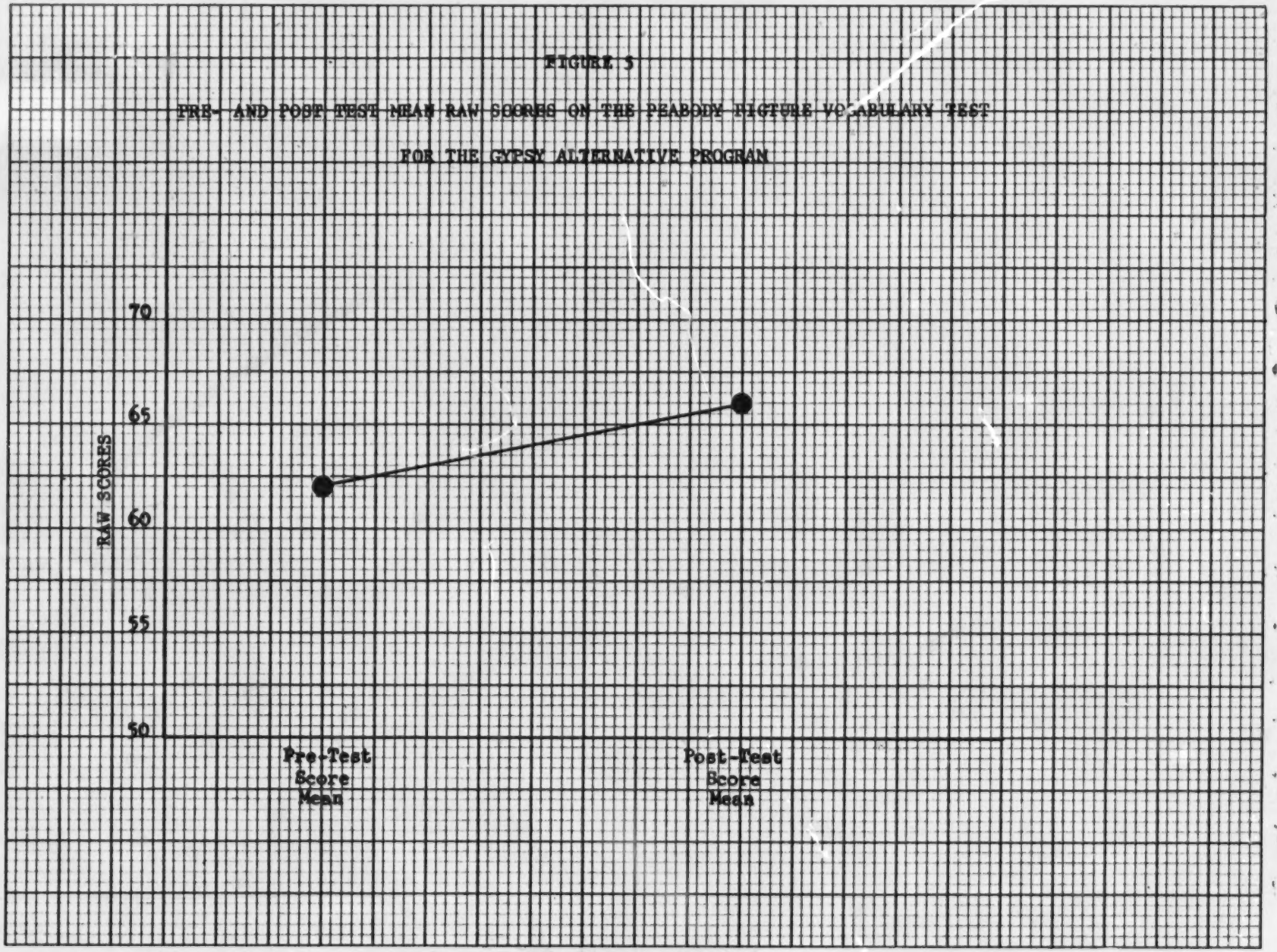


TABLE B

ASSESSMENT OF OBJECTIVES BY CATEGORY AND PROGRAMS

CATEGORY/PROGRAMS	NUMBER OF OBJECTIVES									
	PRODUCT	Exceeded	Met	Partially Met	Not Met	PROCESS	Exceeded	Met	Partially Met	Not Met
Re-entry Motivation Programs:										
Garfield Alternative Program	5	1	1	1	2	15	6	6	2	1
People's School #1	5	4	1	-	-	2	1	1	-	-
Project Interchange	10	5	3	1	1	1	-	1	-	-
TOTAL	20	10	5	2	3	18	7	8	2	1
Academic Achievement Programs:										
Follow Through	2	1	-	1	-	7	1	6	-	-
School Age Parent Continuation Program	5	3	-	1	1	2	1	-	-	1
School Community Liaison Services	3	-	2	-	1	5	3	-	2	-
TOTAL	10	4	2	2	2	14	5	6	2	1
Bilingual/Bicultural Education Programs:										
Beacon Hill Chinese/English	3	2	1	-	-	1	1	-	-	-
Cleveland/Mercer Bilingual	4	-	2	-	2	1	-	1	-	-
Franklin High School Bilingual	5	3	2	-	-	1	1	-	-	-
Gypsy Alternative Program	4	-	4	-	-	2	-	-	2	-
Proyecto Saber	5	4	1	-	-	-	-	-	-	-
TOTAL	21	9	10	-	2	5	2	1	2	-
Indian Education Programs:										
American Indian Heritage/Pupil Services	3	-	3	-	-	-	-	-	-	-
TOTAL	3	-	3	-	-	-	-	-	-	-
Preschool Education Programs:										
CAMPI Satellite Preschool	15	10	4	1	-	9	5	4	-	-
TOTAL	15	10	4	1	-	9	5	4	-	-

TABLE C

1975-76 FALL AND SPRING STANINE DISTRIBUTION OF CAMPI GRADUATES AND NON-CAMPI STUDENTS IN GRADE 2

	CAMPI		NON-CAMPI		
Stanine	No. of Students Pre-Tested	No. of Students Post-Tested	Stanine	No. of Students Pre-Tested	No. of Students Post-Tested
1	3	9	1	1	4
2	4	7	2	4	9
3	6	5	3	9	12
Subtotal	13	21	Subtotal	14	25
4	19	15	4	15	8
5	21	15	5	11	14
6	19	28	6	8	5
Subtotal	59	58	Subtotal	34	27
7	17	9	7	10	5
8	9	3	8	2	2
9	3	10	9	4	5
Subtotal	29	22	Subtotal	16	12
Total	101	101	Total	64	64

TABLE D

1975-76 FALL AND SPRING STANINE DISTRIBUTION OF CAMPI GRADUATES AND NON-CAMPI STUDENTS IN GRADE 4

CAMPI			NON-CAMPI		
Stanine	No. of Students Pre-Tested	No. of Students Post-Tested	Stanine	No. of Students Pre-Tested	No. of Students Post-Tested
1	4	16	1	1	8
2	8	11	2	7	14
3	15	8	3	17	12
Subtotal	27	35	Subtotal	25	34
4	23	27	4	15	18
5	23	21	5	17	11
6	17	11	6	10	8
Subtotal	63	59	Subtotal	42	37
7	5	6	7	5	4
8	4	4	8	6	4
9	6	1	9	4	3
Subtotal	15	11	Subtotal	15	11
Total	105	105	Total	82	82